

WRITING EXAMINATION DESCRIPTORS LEVEL 6

(NB. Please select "THE BEST FIT" in each category; it is not necessary for all aspects to be present)

Score	Task Achievement	Language Range	Language Accuracy	Coherence
3	<ul style="list-style-type: none"> Student addresses all aspects of the task by making use of the majority of input. Response is fairly extended with details and/or elaboration as well as examples where appropriate. Email correspondence is clear and appropriate when required. Performance mostly achieves the desired effect on the target reader who would be mostly informed. 	<ul style="list-style-type: none"> More complex sentence patterns and grammatical elements than those needed for the basic fulfilment of the task are evident, e.g. comparatives, relative clauses... Consistently uses a variety of words and phrases to describe, give details and elaborate on information in the wider field of everyday situations, e.g. work, free time including clear description of feelings and reactions. 	<ul style="list-style-type: none"> Uses most simple grammatical elements correctly e.g. verb agreement, punctuation, capitalisation, syntax, use of articles and prepositions as well as at least one more complex construction, e.g. comparatives, relative clauses... Spelling and word choice is mostly correct with familiar words and short phrases as well as with many less familiar words and phrases. Errors may occasionally impede understanding but this tends to be with more complex constructions. 	<ul style="list-style-type: none"> Orders sentences into a logical order which creates the effect of a sequence of points with some development of ideas. Use of linking words beyond the most basic forms (e.g. although, because, if, while, after, before...) is a strong feature. In Task 2 paragraphs are clearly and appropriately distinct. Makes good use of basic forms of reference, e.g. pronoun substitution.
2	<ul style="list-style-type: none"> Student addresses the task satisfactorily using some parts of the input and giving relevant details and/or some elaboration. Some irrelevances and/or omissions may be present. Email correspondence is evident when required. Performance achieves the desired effect so that the target reader is informed of the basic information. 	<ul style="list-style-type: none"> Uses a variety of simple and at least one more complex sentence pattern and/or grammatical element, e.g. comparatives, relative clauses...including some beyond those needed for the basic fulfilment of the task. Consistently uses a variety of words and phrases to describe, give details and elaborate on information in the wider field of everyday situations, e.g. work, free time including some description of feelings and reactions. 	<ul style="list-style-type: none"> Uses most simple grammatical elements correctly e.g. verb agreement, punctuation, capitalisation, syntax, use of articles and prepositions. Spelling and word choice is mostly correct with familiar words and short phrases as well as with some less familiar words and phrases. Errors may occasionally impede understanding but this tends to be with more complex constructions. 	<ul style="list-style-type: none"> Orders ideas in a clear, logical order which creates the effect of a sequence of points with some development of ideas. Joins phrases regularly and effectively with high-frequency linking words and some use of those beyond the most basic forms (e.g. although, because, if, while, after, before...). Uses basic forms of reference, e.g. pronoun substitution.
1	<ul style="list-style-type: none"> Student fails to address most parts of the task and makes very limited use of input. Irrelevances and misinterpretation of task may be present. May be no effort to correspond in email response. Performance does not achieve the desired effect on the target reader. The reader is not informed about most of the required information. 	<ul style="list-style-type: none"> Uses only a limited variety of simple and not many more complex sentence patterns, needed for the basic fulfilment of the task. Uses only a minimal variety of words and phrases to describe, give details and elaborate on information in the wider field of everyday situations, e.g. work, free time. Descriptions of feelings and reactions are limited or absent. 	<ul style="list-style-type: none"> Uses only some simple grammatical elements correctly e.g. verb agreement, punctuation, capitalisation, syntax, use of articles and prepositions. Spelling and word choice is sometimes or mostly correct with familiar words and short phrases but not with less familiar words and phrases. Errors may occasionally impede understanding with both simpler and more complex constructions. 	<ul style="list-style-type: none"> Orders ideas in a logical order but does not create the effect of a sequence of points well. Joins phrases regularly and effectively but not with linking words beyond the most basic forms (e.g. although, because, if, while, after, before...). Uses basic forms of reference, e.g. pronoun substitution.
0	<ul style="list-style-type: none"> Did not attempt task 	<ul style="list-style-type: none"> Did not attempt task 	<ul style="list-style-type: none"> Did not attempt task 	<ul style="list-style-type: none"> Did not attempt task

Range: 3 = 11-12

2 = 7-10

1 = 1-6